DOCUMENT RESUME

ED 191 162 EA 012 901

TITLE	Design for Developing a Program of School Improvement.
INSTITUTION	Alabama State Dept. of Education, Montgomery.
PUB DATE	Aug 73
NOTE	57p.: Figure 1 may not reproduce clearly due to small print of original document.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Educational Improvement; *Educational Needs; Educational Objectives; Elementary Secondary Education; Evaluation Methods; Models; *Needs Assessment; Program Evaluation; *Program Improvement; Questionnaires; Records (Forms); School Districts

ABSTRACT

In 1972-73, the Alabama State Department of Education along with the University of Alabama College of Education instituted an experimental program in two Alabama school systems. The program was designed to identify the districts' educational priorities to be submitted as part of proposals for federal funding. This report describes the steps in that program in a way designed to help local school systems in determining their own priorities. The program consisted of four parts: identifying educational goals for schools and school systems; determining the effectiveness of the existing programs in meeting the educational goals; determining the areas needing improvement; and implementing a program for improvement. The following questionnaires and forms are included in the appendix: the educational goals questionnaire, the form for tabulating data, the instructional needs questionnaire, the dropout summary data form, and the follow-up graduates questionnaire model. (Author/JM)

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DESIGN FOR DEVELOPING A PROGRAM OF SCHOOL IMPROVEMENT

THE ALABAMA STATE DEPARTMENT OF EDUCATION

MONTGOMERY

August, 1973

EA012 901

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F O R E W O R D

Today, more than ever before, it is imperative that persons responsible for education at every level be able to justify the expenditure of funds in terms of goals and priorities that can be documented. Two of our Federal programs, namely Titles I and III of the Elementary and Secondary Education Act of 1965, require as the first step in the development of proposals that the local education agencies assess their educational needs so that educational priorities may be established. During the academic year of 1972-73, the State Department of Education, in cooperation with the College of Education, University of Alabama, conducted a study in Lamar County and Attalla City school systems to develop model assessments that may be used by other local educational agencies to help them establish educational priorities for Federal programs.

This publication contains the results of these studies. It is the desire of the State Department of Education that these studies be used as models by the local education agencies for determining their educational priorities for improvements in Federal programs.

We are grateful to the staff of the University of Alabama, Lamar County and Attalla City for their work in this endeavor. We gratefully acknowledge the help of the many local citizens and school people who have been involved in the development of this tudy.

LeRoy Brown

LeRoy Brown
State Superintendent of Education

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State Superintendent of Education .....LeRoy Brown

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DESIGN OF THE STUDY

The Alabama State Department of Education, in cooperation with the College of Education of The University of Alabama during the 1972-73 school year, has devoted particular attention to the development of a design for assessing educational needs in individual school systems. Furthermore, the concept of a design for assessing educational needs was expanded to include provisions for the implementation of programs of school improvement based on identified needs in the system.

To facilitate the refinement of the design, two school systems in the state were involved in an experimental program. Furthermore, selected aspects of the design were field-tested in five other school systems. The design consisted of four component parts: (1) identifying educational goals for schools and school systems, (2) determining the effectiveness of the existing programs in meeting the educational goals, (3) determining the areas needing improvement, and (4) implementing a program for improvement.

Identifying Educational Goals

Goal identification is considered to be the necessary point of departure since the question of the effectiveness of current educational programs and of the desirability of curricular improvements can only be resolved in relation to established goals.

Determining the Effectiveness of the Program

Once goals are identified, a means of measuring the current level of achievement is crucial.

Since learning is concerned with change in student behavior and student attitude, it seems reasonable that the effectiveness of an educational program be evaluated in terms of student achievement. The type of achievement to be evaluated is limited only to the extent that such learning activities are considered to be a responsibility of the schools and are subject to evaluation.

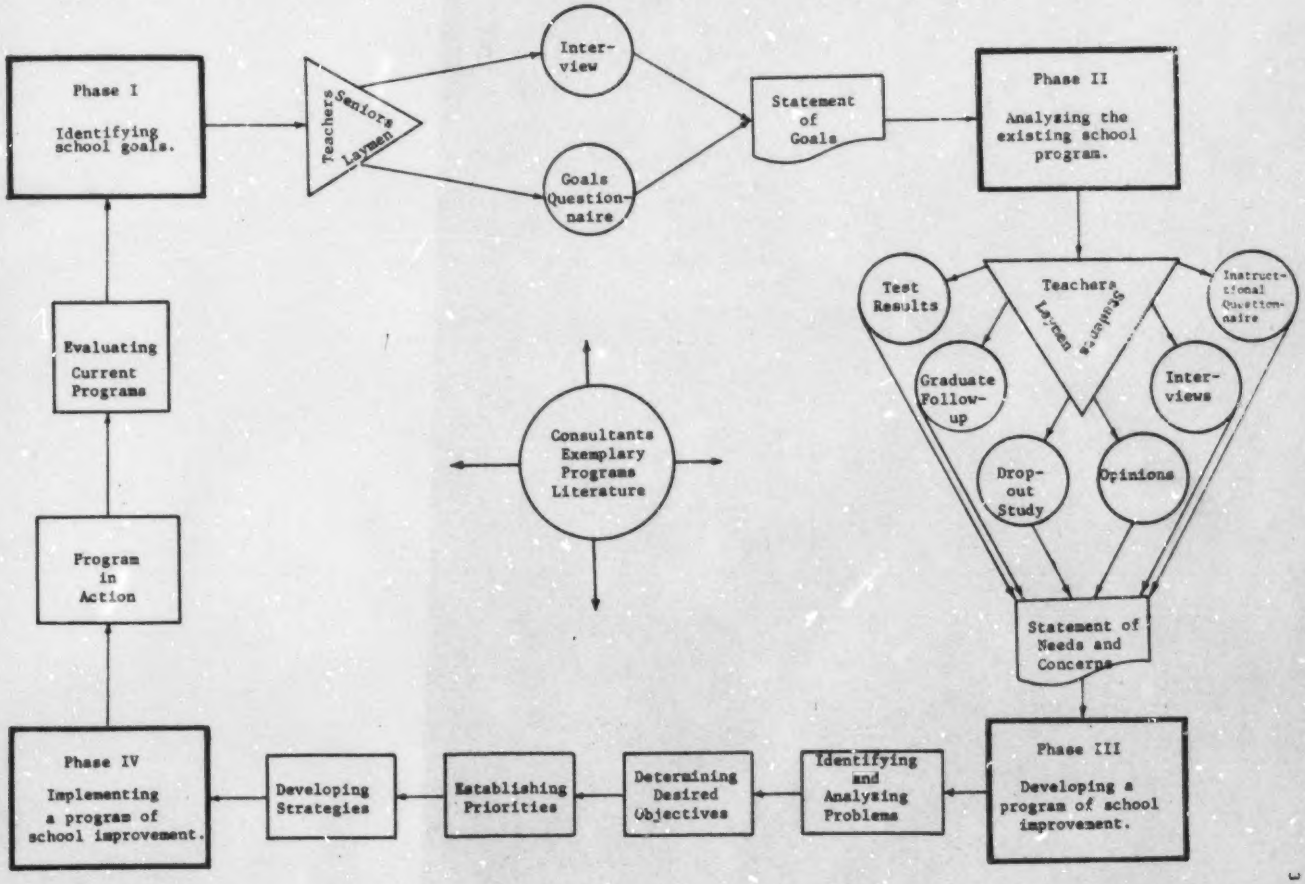
Determining Areas of Educational Program Needing Improvement

Once the goals have been identified and the degree of achievement of these goals is determined, the objective is to establish those areas of the educational program in need of improvement. Under such an approach, these curricular areas will be limited to the scope of the previously stipulated goals and the amount of attention given will be in relation to the present achievement as defined by the evaluative measures employed.

Implementing a Program for Improvement

Following an identification of areas needing improvement, an appraisal should be made of each problem area as to its relative importance. This procedure should result in a priority listing of problem areas and implementation plans should be developed for priority items to be included in the school improvement program. In Figure 1, the design of the study is shown in greater detail.

FIGURE I
DESIGN FOR DEVELOPING A PROGRAM
OF SCHOOL IMPROVEMENT



CONDUCTING THE STUDY

It is intended that the steps outlined in this section serve only as a guide and should be varied according to circumstances in a particular system. In many instances it may be desirable to make changes in the instruments used; in others, a complete revision may be necessary. It is felt, however, that considerable defense can be provided for the general format of the study.

The procedures described below were used in one or both of the two school systems involved in the study. In some instances similar procedures were used in both systems; in others, they were very different. Variations in procedures because of differences in circumstances should be a very important factor in giving direction to the study.

Although in both instances the study involved the entire system, the focus of the study was the individual school. Again, variations in the school may suggest variations in the design of the study.

In analyzing the studies in the two systems, most of the practices used seemed to be sound. In a few cases, changes in procedure seemed to be desirable; in others, additional steps were indicated. A composite of these factors will be included.

Initiating the Study

An essential factor of a desirable program of needs assessment is a commitment by representative personnel in the school system. In

the two systems involved in the 1972-73 studies, the initial contact was made with the school superintendents. Following a favorable response by the superintendents, representatives of the needs assessment team were invited to discuss the program with the local boards of education. The recommendations of the superintendents and subsequent authorization by the school boards seemed to be essential to the success of the program.

The next step was to select a steering committee composed of representatives from each of the schools in the system. Typical representation consisted of the principal of the school and at least one teacher from each elementary and at least one teacher from each secondary school in the system. Also included were the superintendent and other appropriate personnel from the central office. This group served as a steering committee for the system. A minimum of two meetings was held for orientation purposes.

The primary purpose of the first meeting was to explain the components of the study and to discuss instruments and procedures that might be used in making the study. A second meeting was held with the same group at a later date for the purpose of developing a design to be used by the particular school system. The interval between the two meetings permitted the steering committee members to discuss the procedures with other faculty members and to give consideration to a design particularly appropriate to the system.

Significant importance should be attached to the use of systematic procedures for involving all professional personnel in the school system. A thorough understanding of the purpose of the study

and an opportunity to participate in developing the design are extremely desirable, if not essential, for maximum results.

Identifying Educational Goals

Procedures used for determining educational goals of the school systems may be classified as both structured and non-structured. Structured procedures included using the Educational Goals Questionnaire developed according to procedures outlined in the introductory section of this report. A copy of this questionnaire may be found in Appendix A. Non-structured procedures involved the identification of goals by educators and laymen without the use of previously formulated statements of goals. Generally, a combination of the two procedures was used and educators, parents, and seniors were involved.

Educators.--Needs assessment personnel met with the various faculties at their schools and discussed the goals instruments and its administration. The instrument was administered to each faculty with the assistance of the school's representatives to the steering committee. Answers were recorded on computer answer sheets to facilitate tabulation. In addition, the faculty members were asked to add other goals for which they felt the school should assume responsibility.

Seniors.--Upper level students were considered an important source for identifying goals. Consequently, all seniors in the schools were asked to complete the goals questionnaire as well as to suggest additional goals. The procedure for administering the questionnaire was similar to that for teachers. In systems with large senior classes, it may be desirable to use a sampling procedure for involving seniors.

Parents.--The procedure for involving parents was somewhat different to that for educators and seniors. In each school an invitation was extended to parents for a meeting scheduled during the evening. Following a general discussion of the purpose of the meeting, the parents were divided into small groups for discussion purposes. The first part of the small group session was devoted to two purposes: (1) To obtain from the parents a list of educational goals for which they felt the school should be responsible, and (2) to ask the parents to identify areas of the instructional program which they considered to be in need of improvement. During the second part of the session, the parents were asked to respond to the goals questionnaire.

Tabulating and Analyzing the Data

As was mentioned previously, the responses were placed on computer answer sheets from which computer printouts were obtained according to frequencies and percentages for each of the three groups. Two procedures may be used for tabulating the data from the computer printouts.

(1) By means of a form, as shown in Appendix B, it is possible to compare the percentage responses of the three responding groups for each item. This table is designed to record the combined percentage of responses for "major responsibilities" and "moderate responsibilities." A similar table could be developed by using only "major responsibility" or "moderate responsibility" percentage responses. In any event, this form may be used to quickly identify goals which each of the three groups feel should be a responsibility of the school.

By obtaining a computer printout of the total responses of all three groups, a composite picture may be obtained.

(2) A second procedure requires the assignment of a numerical value to each answer. For example, a value of 1 may be assigned to a response of "major responsibility," 2 for "moderate responsibility," 3 for "minor responsibility," and 4 for "no responsibility." The number of responses for each category then should be multiplied by the appropriate value for that category. The total of these products divided by the total number of responses for the statement will give a composite rating for the statement. Following is an illustration of this process.

Item	Degree of Responsibility			
	Major	Moderate	Minor	No
Acquire basic skills and understandings in communication.	52	16	10	4
Participate in appropriate physical activities	31	32	16	3

In the first item, the sum of the products [(52 x 1) + (16 x 2) + (10 x 3) + (4 x 4) = 130], divided by the total responses (52 + 16 + 10 + 4 = 82), gives a quotient of 1.58.

Similarly, in the second item, the sum of the products divided by the total responses (155 ÷ 82), gives a quotient of 1.89.

By comparing the quotients, the ratings of the various goal items may be determined.

The first procedure requires less time than the second one; however, the second procedure is more accurate in that it takes all responses into consideration.

From an analysis of these data the school or school system is in a position to identify goals for which the schools should assume responsibility.

Determining the Effectiveness of Existing School Program

As indicated in the introductory section, the design for the identification of educational needs in a school or school system includes the determination of educational goals and the extent that these goals are being achieved. Two different procedures were used in the two school systems in the 1972-73 study.

One of the procedures has a distinct advantage when time and available personnel are critical factors. In following this procedure each school faculty with the assistance of interested laymen identified a single goal. The goal may or may not represent the greatest need as perceived by educators and laymen. It did represent an important area which the interested personnel felt should be improved.

An important first step was to clearly define and understand the real intent of the goal selected. Further analysis included the identification of evidence indicating needed improvement in the goal area. After defining and understanding the intent of the goal selected, an attempt was made by the faculty to identify factors which would indicate achievement by students of the goal. For example, what evidences of student behavior would indicate that the goal was being achieved? These indicators were formulated from experiences of teachers and administrators and from related literature and research. The indicators identified served as direction for beginning a program of school improvement.

A second procedure used to obtain an analysis of the existing school program involved information from several sources. The opinions of teachers, laymen, and students were obtained. For teachers, an instrument consisting of product as well as process goals was developed to serve as a guide for discussion groups. A sample instrument is found in Appendix C. The instrument was designed to serve as a guide and not to restrict thinking. There would be certain advantages for the school to develop its own guide.

Interviews and small discussion groups were used to obtain the perceptions of laymen regarding school needs. These procedures seem to aid communication and consequently affect the quality of information obtained. Frequently, a question such as--What do you expect the school to do for your child?--is sufficient to begin the discussion.

Experiences from the 1972-73 study indicates that students, particularly on the upper levels, are good sources of information regarding the school program. Questionnaires and group discussions have been used successfully.

In obtaining data regarding strengths and weaknesses of the existing school program, it is helpful to request evidence to support the opinion expressed. This procedure often helps to distinguish between a need and a solution to a perceived need.

Another source of information regarding the existing program is a study of data usually available from the school. Results of standardized tests, follow-up of graduates, and drop-out studies are examples. Many systems have developed a rather systematic testing

program from which certain valuable information may be obtained. The existing summary data on drop-outs provided by the State Department of Education may be supplemented by interviews of a randomly selected sample to provide significant information. A copy of a Personal Data Sheet and of an Interview Guide may be found in Appendix D.

In one of the systems involved in the 1972-73 study, a follow-up study of recent graduates was made. The questionnaire procedure was used and was derived in part from material developed by the National Assessment of Educational Progress. Items from tests designed for students in the seventeen year age group were used. A sample questionnaire is included in Appendix E.

These are only examples of sources of information that may be used to ascertain the status of the existing program. Many other sources exist. As was stated earlier, this procedure requires more time and human resources and may not be practical if immediate information is needed.

Developing a Program of School Improvement

A systematic procedure for the development of a program of school improvement involves the use of data obtained from phase I, identification of educational goals, and phase II, determining the effectiveness of the existing school program. Generally, the differences between what the school attempts to do and what is actually achieved, represents the areas in need of improvement. Specifically, the process is more complex and usually involves a series of steps. The following section attempts to identify some of these steps.

Identifying and Analyzing the Problem

The specific identification of a situation which prevents or retards the achievement of objectives or any factor which necessitates a change in the objectives may be a problem area worthy of study. One of the prerequisites of problem identification is the recognition of evidence, either subjective or objective, that a deficiency actually exists. This means that following the initial identification of a problem area, additional study should be made to seek additional evidence that the problem is a real one, and to pinpoint specifically the nature of the problem. This evidence may be obtained from teachers, parents, and students.

A factor to avoid in problem identification is that of stating the problem in the form of a solution. For example, a problem of providing greater individualization of instruction is sometimes stated in terms of reducing the teacher-pupil ratio. To state a problem in this way frequently eliminates the exploration of other factors that may be of more significance in resolving the problem. Consequently, the problem should be stated in terms that encourage the examination of many alternatives in dealing with the problem.

Determining Desired Objectives

An essential facet of developing a program of school improvement is that of determining the desired objectives to be achieved. Assuming that the problem area was originally identified because individuals and groups felt that certain objectives were not being achieved, it is at this point necessary to identify generally in

student performance terms the desired outcomes. This step not only gives specific information further defining the nature of the problem, but also provides direction for developing a strategy for making the change.

Establishing Priorities

Once problems are identified and defined and objectives are stated, an appraisal must be made of each problem as to its relative importance. A basis for evaluating problems must be established. One criterion for setting priorities might be based on the premise that problems adversely affecting the greatest number of students will receive highest priority. Another criterion might be in terms of the number of students to be positively affected by the change.

Constraints operating upon a school or school system should be considered in determining priorities. A limited amount of human and material resources generally make it impractical, if not impossible, to deal adequately with all of the problems identified. Consequently, the factors of adequate staff, sufficient time, and necessary financial resources should be given consideration in establishing priorities. Furthermore, internal and external forces affect the possibility of resolving some problems. Realistic priority establishment is an essential step in the school's or system's planning activities.

After problem areas have been identified and priorities established, the search for alternatives should be initiated. Alternatives can be described as a variety of plans, ideas, or methods available as

a course of action to solve the priority problems. An organization that has a plan should consider the development of an alternate plan in case the original one falters. A wide range of ideas should be collected and analyzed before alternatives are selected. Some thought should be given to ranking the alternatives in order of feasibility of implementation.

Suggestions for alternatives may originate from administrators, teachers, students, and lay people. The experiences and creativity of all people involved together with defensible research findings and successful programs in other schools can be a major source in suggesting alternatives. The major emphasis in this step is quantity and quality--to identify as many desirable alternatives as possible.

Tentative implementation plans should be prepared from each alternative having merit. A written analysis of these alternatives relating cost, time, personnel, and projected instructional improvement would enhance the decision-making process. From an examination of these factors, the school system would be in a position to make decisions concerning alternatives. If estimated cost exceeded anticipated benefits or if desired objectives are not obtainable regardless of cost, additional alternatives should be considered.

The decision may be to utilize a single alternative, a combination of alternatives, or a rejection of all alternatives. If no alternative is acceptable the study either should be discontinued or adjusted to the extent that the planning process procedure is recycled. Hopefully, additional alternatives will emerge. The emphasis in this step is evaluation--to select alternatives that appear to be

"best" in meeting needs represented by priority problems.

Developing Strategies

The results of the activities in the previous step will be the development of strategies designed to improve the problem area. In the development of the strategy for making a change in the program, full use should be made of all available resources. For example, consultants who have had experience in similar situations could be very helpful. In addition, the literature should be examined for reports of activities in similar areas and visits might be made to other schools that have been successful in dealing with similar situations. Consideration should also be given to factors in the local situation in which the improvement is to occur. Included may be factors such as adequacy of necessary funds, availability of a sufficient number of adequately prepared professional personnel, availability of needed materials and equipment and support of individuals and groups affected by the new program. From an examination of all facets related to the program to be improved, the plan or strategy for making the change should be determined.

Implementing the Program of School Improvement

After the strategy has been determined, implementation of the strategy should be of major concern. Before the complete project is put into operation, a miniature project is frequently desirable to facilitate planning, evaluation, and review. This pilot program will provide essential information in regard to staff preparation, supplies, facilities, and cost. The relative feasibility of implementing the

plan in its entirety should then be apparent. If the pilot program proves to be inadequate, the school system must return to the phase in the planning procedure of selecting a different alternative. If the pilot program proves adequate, the school system should take steps to implement the program throughout the system.

Evaluating Educational Outcomes

Continuous evaluation in the program is essential at all levels. The ultimate criteria in evaluation is the degree to which the selected program attains the predicted goals. Positive or negative data can result from the evaluation. If the program is not meaningful, additional alternatives previously identified in the planning process need to be re-evaluated. Positive evaluation should proceed as feedback through the completed planning process to determine how effective this process has been in identifying and solving problems.

APPENDIX A

EDUCATIONAL GOALS QUESTIONNAIRE

EDUCATIONAL GOALS

The purpose of this questionnaire is to obtain the assistance of laymen, educators, and students in identifying educational goals. The questionnaire consists of ten broad goals which are capitalized and underlined. Following each broad goal there are several sub-goals that relate to the broad goal. Under each sub-goal there are some examples of what the student might be expected to do in achieving the goal. You are asked to respond only to the broad goals and sub-goals. Do not respond to the examples.

DIRECTIONS: Your responses to the following broad goals and sub-goals are to be placed on the answer sheet. Do not place your name or fill out any of the spaces at the top part of the answer sheet. Begin your responses with number 1 on the answer sheet and be sure the number on the answer sheet corresponds to the number of the item on the questionnaire. A #2 lead pencil should be used to blacken the appropriate space on the answer sheet.

If you consider the statement to be:

A major responsibility of the schools, mark 1 on the answer sheet.

A moderate responsibility of the schools, mark 2 on the answer sheet.

A minor responsibility of the schools, mark 3 on the answer sheet.

No responsibility of the schools, mark 4 on the answer sheet.

If you have no opinion, mark 5 on the answer sheet.

THE BROAD PURPOSE OF EDUCATION IS TO ASSIST EACH STUDENT, TO THE EXTENT OF HIS ABILITY, IN OBTAINING KNOWLEDGE, ATTITUDES AND SKILLS ESSENTIAL FOR EFFECTIVE LIVING AND RESPONSIBLE CITIZENSHIP IN OUR SOCIETY.

In achieving this purpose, education should assist each student to:

1. ACQUIRE BASIC SKILLS AND UNDERSTANDINGS IN COMMUNICATION.

2. Use effectively the basic skills in reading.

Examples:

Identify the significant elements of what is read.
Summarize what is read.
Retell a story with the major events in proper order.

3. Demonstrate listening habits necessary for gaining intended meaning.

   Examples:

   Follow or repeat instructions given orally.
   Listen to what others say and relate it to similar situations.
   Write a report, giving the major ideas, after hearing a speech.

4. Communicate effectively with others in writing.

   Examples:

   Relate ideas acquired from reading, research, or writing.
   Write reasonably good sentences and paragraphs.
   Write a friendly or business letter with correct form and clarity of expression.
   Organize material to be written in meaningful form.
   Write in a foreign language.

5. Communicate effectively in speaking.

   Examples:

   Explain specific point or process to another person or group.
   Convey knowledge and information in an oral presentation.
   Give understandable directions.
   Speak clearly and pronounce words correctly.
   Speak a foreign language.

6. ACQUIRE AN UNDERSTANDING OF HIMSELF AND DEVELOP AN ACCEPTABLE SET OF VALUES.

7. View positively and objectively his own strengths and weaknesses.

   Examples:

   Choose tasks in keeping with his ability.
   Verbally identify his strengths and weaknesses.
   Accept constructive criticism.
   Set realistic goals for self.

8. Demonstrate ability to be emotionally stable in difficult situations.

   Examples:

   Meet disappointment and/or failure without being unduly upset.
   Demonstrate the kinds of behavior which indicate wholesome ways of meeting personal problems.
   Correct errors willingly when they are pointed out to him by others.

9. View objectively situations which conflict with his own moral standards.

Examples:

Demonstrate sufficient personal security to withstand pressures to engage in activities which conflict with his own moral standards.
Recognize his own strengths and weaknesses regarding temptations, and avoid and compensate for them.
Take a stand against others when he feels they are wrong.

10. Demonstrate ability to deal with personal successes, failures and frustrations.

Examples:

Congratulate another who wins in a competitive situation.
React to failure by not exhibiting moodiness or extreme feelings of guilt.
Does not brag or appear superior.
Accept responsibility for own mistakes.

11. Use an acceptable code of personal behavior in areas such as honesty, justice and responsibility.

Examples:

Tell the truth in situations where to do so is personally disadvantageous.
Take the initiative to provide information necessary to promote fair settlement of controversial situations.
Complete assigned tasks without constant supervision.

12. ACQUIRE AND DEVELOP UNDERSTANDINGS, ATTITUDES AND SKILLS NECESSARY FOR RESPONSIBLE CITIZENSHIP.

13. Work effectively with individuals and groups.

Examples:

Show skills in cooperativeness in working with others.
Respect the rights of others in decision making.
Identify and evaluate values used in judging a particular course of action.
Demonstrate good team play.

14. Demonstrate an understanding of the role and function of family membership in American society.

Examples:

Contribute to the family group.

Identify and use values essential to desirable family living.
Recognize the interdependence of the family members.

15. Use social courtesies and skills needed in human relations.

Examples:

Demonstrate skill in helping others to become comfortable and in making them feel wanted in the group.
Apologize speedily and sincerely for errors in judgement and injury to others.
Lead others to share opinions.
Use the etiquette essential in handling common social situations in which he is involved.

16. Exhibit concern for welfare and dignity of all people.

Examples:

Recognize the values and value system of others.
Demonstrate concern for the feelings of others.
Help those who are weaker, younger, or disadvantaged.
Speak respectfully, and not disparagingly, of others of different race, ethnic origin, religion, or social class.

17. Demonstrate understanding of dealing with matters involving moral principles.

Examples:

Act upon ethical beliefs--while defending the rights of others to different beliefs.
Show an interest in religion and accept the rights of others to worship as they please.
Work with others to discourage degrading exhibitions.

18. Demonstrate involvement in civic ideas.

Examples:

Recognize that rights are limited when they interfere with the rights of others.
Take care of public and private property.
Respect and obey constituted authority in the school and community.
Participate in community service efforts (physically and financially).

19. Respect the Constitutional Government of the United States.

Examples:

Understand various forms of governmental structures.

Work with others to educate people in obeying laws.
Support government by law, and obey law enforcement officials.
Reject membership in and work to destroy the influence of any organization that attempts to operate outside the law.
Inform himself fully about all issues and persons to be considered at the polls.
Vote in all elections when given the opportunity.
Communicate with elected officials.

20. ACQUIRE THE KNOWLEDGE AND SKILLS OF MATHEMATICS NECESSARY FOR VOCATIONS, PERSONAL LIVING AND EFFECTIVE CITIZENSHIP.

21. Use mathematical processes in everyday living, with reasonable speed and accuracy.

Examples:

Perform basic mathematical computations accurately.
Use common fractions in solution of problems.
Compute simple interest.
Interpret material in graphic or tabular form.
Work effectively with decimals, percentages and fractions.

22. Demonstrate an understanding of mathematical concepts and processes in problem solving.

Examples:

Use formulas in appropriate situations.
Explain mathematical principles and operations.
State commercial problems in mathematical terms.
Interpret statistical data, stating summaries and conclusions.
Use scientific method in attacking problems.

23. Demonstrate the ability to transfer and utilize knowledge in new situations.

Examples:

Fill out income tax returns.
Identify patterns and make generalizations involving numerical, algebraic, and geometric data.
Solve novel problems requiring new approaches.
Plan personal investments.
Build a budget for business or personal use.
Read and interpret consumer related articles and reports.

24. Demonstrate the ability to use mathematics and mathematical reasoning to draw conclusions from given data.

Examples:

Develop and interpret graphs.

Calculate depreciation, expense and finance costs on a major purchase.
Buy on the basis of comparative analysis.
Identify flaws in advertising and propaganda.
Demonstrate ability to estimate values.

25. ACQUIRE GOOD HEALTH HABITS, PHYSICAL GROWTH, AND A CONCERN FOR COMMUNITY HEALTH NEEDS.

26. Demonstrate an understanding of the basic facts concerning health and disease.

Examples:

Practice health and safety measures.
Notify appropriate officials of potential health hazards.
Use appropriate measures to prevent the spread of common diseases.

27. Participate in planned and appropriate leisure time activities.

Examples:

Engage in selected lifetime sports such as bowling, tennis, and golf.
Participate in leisure activities requiring interpersonal interactions such as chess, bridge, checkers, and shuffleboard.
Follow rules and act as good team member.

28. React wisely in an emergency situation.

Examples:

Apply appropriate first-aid treatment in the various emergencies that arise such as electrical shock, burns, bone fractures, and cuts.
Participate in emergency volunteer organizations such as Civil Defense and rescue squads.
Demonstrate preparedness for emergencies by listing telephone numbers and locations of critical public agencies and emergency shelters.

29. Engage in appropriate health appraisal and practices.

Examples:

Demonstrate a responsibility for his own health and that of his family through medical and dental examinations.
Demonstrate a responsibility for health in the community.
Interpret facts in order to assure acceptable health practices.

30. Participate in appropriate physical activities.

Examples:

Engage in individual exercise through work and play.
Participate in a variety of spectator sports.
Participate in individual and/or team sports.
Show coordination and poise.

31. Demonstrate desirable attitudes regarding mental and physical growth.

Examples:

Establish a hobby that is conducive to physical and mental health.
Recognize physical and intellectual differences in individuals.
Adjust to physical and social maturation process in both boys and girls.

32. Exhibit awareness of the critical areas of health problems today.

Examples:

Determine reasons why a person uses alcohol, tobacco and other drugs.
Interpret facts in order to assure acceptable health practices.
List the effects of alcohol, tobacco and other drugs.

33. ACQUIRE SKILLS AND ABILITIES FOR CREATIVE EXPRESSION AND FOR PARTICIPATING IN PERFORMING AND CREATIVE ARTS.

34. Demonstrate an appreciation of the art masterpieces that carries over in everyday living.

Examples:

Apply aesthetic judgment in selection of clothes.
Select appropriate music for particular occasions.
Appreciate various types of music.
Show interest in art activities.
Show skills and good taste in combining colors.
Apply standards of beauty and design in writing and drawing.

35. Participate in a wide variety of aesthetic experiences.

Examples:

Pursue some individual creative activity.
Attend musical concerts.
Develop hobby in crafts.
Develop skills in arts and crafts.

36. Demonstrate increasing interest and ability in creative expression.

Examples:

Acquire basic knowledge of music.
Demonstrate originality in problem solving.
Produce things that are unique.

37. Demonstrate a developing value system in the arts.

Examples:

Exhibit critical judgment of music.
Show improvement in one's art work.
Make environment more aesthetic.
Recognize good standards of performance.
Exhibits ability to evaluate design in buildings.

38. ACQUIRE THE BASIC SKILLS, KNOWLEDGE, AND ATTITUDES FOR MAKING AN INTELLIGENT CHOICE OF LIFE WORK.

39. Demonstrate effective skills in obtaining information about vocations.

Examples:

Gain information by reading about the vocations in which he might be interested in order to develop options in choices.
Visit factories to become familiar with the working environment.
Confer with counselors to obtain desired information about vocations.

40. Choose a vocation which is appropriate to his interests, abilities and aptitudes.

Examples:

Formulate some bases for choosing an occupation, taking into account earnings, prestige, intrinsic interests, service, security, fringe benefits, promotional opportunities, safety, health factors, etc.
Consider the selection of a worthy occupation which capitalizes upon his strongest vocational interests and his outstanding capacities and abilities.
Is informed concerning the kind, lengths, and general cost of training for occupations and jobs in which he is interested.

41. Demonstrate the basic skills necessary for successful work experience.

Examples:

Estimate details of a job, uses the basic tools and equipment, plans how the work should be done, and is responsible for the quality of his own work.
Fill out application forms and write letters of application clearly and accurately, and plan and develop complete resumes.
Take advantage of school programs in distributive vocations and industrial cooperative education.
Exhibit good workmanship in his special field or fields of interests.
Demonstrate a respect for the work and contributions of co-workers.

42. ACQUIRE KNOWLEDGE AND UNDERSTANDING OF SCIENTIFIC CONCEPTS AND PRINCIPLES.

43. Exhibit skills of analyzing the growth of technology and man's social responsibility in its use.

Examples:

Identify significant advances in the fields of transportation, communication, and energy production.
Identify scientific developments which have led to increased industrial and agricultural production.
Identify advances in medical technology which have contributed to better health care.

44. Demonstrate knowledge and respect for the life forms and their role in our environment.

Examples:

Identify the stages of the life cycle of plants and animals.
Recognize the dependence of the plant and animal kingdoms upon one another.
Identify species of the animal kingdom in danger of extinction.

45. Recognize the relationship of man and his environment and understand the importance of the use, management, and conservation of natural resources.

Examples:

Identify significant scientific discoveries which have enabled man to exercise more control over his environment.

Recognize that geographical factors contribute to the life-styles of cultures throughout the world.
Recognize that natural resources must be conserved if future generations are to survive.
Identify dangers in man's health brought about by pollution.
Participate in individual or group activities designed to curb the exploitation of natural resources.

46. Apply basic concepts of science to many aspects of living.

Examples:

Conduct single experiments.
Apply principles of the changes in matter and energy to daily life.
Recognize use of discoveries of science and their social implications.
Apply scientific principles to simple household devices and automobiles.

47. ACQUIRE COMPETENCE IN PERSONAL FINANCE AND DEVELOP INTEREST IN PARTICIPATING IN ECONOMIC AFFAIRS OF THE COMMUNITY.

48. Develop skills in money management: buying, selling, saving, and consuming.

Examples:

Use reliable information regarding supply and demand, charge accounts, service charges, markups, and discounts in management of personal finances.
Buy things for which there is a genuine need and resist temptations of high pressure salesmanship.
Compare weights and measures of goods available in multiple types and sizes of containers and select the best buys consistent with needs.
Pay bills promptly and avoid interest and service charges for late payment.

49. Understand the economic organization and institutions of the community.

Examples:

Act responsibly in matters pertaining to financing of public services of his community.
Support a tax rate that will adequately finance desired community services provided by the government.
Make use of understanding the basic functions of banks, credit unions, and savings and loan associations.

50. Gain insight into the principles of the American economic system.

Examples:

Discuss simple issues of organization, management, and control of production, distribution, and consumption of goods in a free enterprise system.
Support private ownership of property and appreciate the rights of individuals to buy and sell property with government involvement only to the degree required to prevent exploitation or injury to others.
Evaluate and compare various types of economic systems in terms of their accomplishments and potentialities.

51. Develop habits contributing to economic security for self and family.

Examples:

Adjust demands for financial outlays to allow income for other needs.
Assume a reasonable share of responsibility for financial needs while in school through part-time or summer employment.
Accept limited space and facilities which depend on family budget and willingly cooperate with the family in the maintenance and repair of the home.

52. Understand and make use of accurate information when making purchases.

Examples:

Obtain accurate information about products and use skill in applying this information when making purchases.
Analyze labels and read what standardizing agencies say before making important purchases.
Use government grading information concerning meats, dairy products, etc. in making decisions to purchase.
Analyze and apply major provisions of the Pure Food and Drug Act as they relate to household marketing.

53. ACQUIRE COMPETENCE IN PROBLEM SOLVING PROCESSES AND LOGICAL THINKING.

54. Demonstrate the ability to locate, collect, and organize information and report results.

Examples:

Locate resource documents in a library by using author-title card files and published indexes.

Determine logical order of essential information to develop desired concepts or ideas.
Place information in logical sequence and prepare written and oral reports reflecting results of research, correlation, analysis and organization of information.

55. Demonstrate the ability to use various methods of inquiry.

Examples:

Conduct experiments using the scientific method.
Formulate specific and pertinent questions for seeking answers to topics of inquiry.
Establish research procedure and independently execute it over a period of at least a week.

56. Formulate his own point of view on issues and demonstrate ability to defend this position.

Examples:

Verbalize clearly the facets of an issue.
Change position in light of new information.
Show logical reasoning for taking particular position.

57. Use scientific approach to problem solving and decision making.

Examples:

Seek relevant information before taking a course of action.
Demonstrate ability to separate facts from opinion.
Evaluate results of action.
Solve problems accurately.

58. Demonstrate the ability to pursue a task to its completion.

Examples:

Work independently and without requiring supervision.
Face problems connected with tasks realistically and attack them with vigor until completion.
Apportion time among various legitimate demands and establish a schedule to facilitate timely completion.

59. Develop competence in the skills of independent and continuous learning.

Examples:

Use library effectively.

Enjoy the process of learning and development of skills, not just the finished product.
Recognize that learning occurs primarily as a result of individual effort and establish a plan for own learning activities.
Respect scholarship for its value for life enrichment.

60. Demonstrate habits of experimenting with various learning processes and evaluating the results.

Examples:

View learning as continuous in nature with flexibility of process.
Choose between rote learning, practicing skills, problem solving, and other learning strategies as the nature of the learning tasks requires.
Establish evaluative criteria and weigh results objectively.

61. If you are a layman, mark 1 on the answer sheet.
If you are an educator, mark 2 on the answer sheet.
If you are a student, mark 3 on the answer sheet.

List on the back of this sheet goals not stated above, but which you think should be included.

APPENDIX B

FORM FOR TABULATING DATA

SYSTEM_____ SCHOOL_____

TEACHER____ LAYMEN____ SENIORS____ TOTAL_____

	% MAJOR	RANK	% MAJOR PLUS MODERATE	RANK
I. ACQUIRE BASIC SKILLS AND UNDERSTANDINGS IN COMMUNICATION.				
2. Use effectively the basic skills in reading.				
3. Demonstrate listening habits necessary for gaining intended meaning.				
4. Communicate effectively with others in writing.				
5. Communicate effectively in speaking.				
II. ACQUIRE AN UNDERSTANDING OF HIMSELF, DEVELOP AN ACCEPTABLE SYSTEM OF VALUES.				
6. View positively and objectively his own strengths and weaknesses.				
7. Demonstrate ability to be emotionally stable in difficult situations.				
8. View objectively situations which conflict with his own moral standards.				
9. Demonstrate ability to deal with personal successes, failures, and frustrations.				
10. Use an acceptable code of personal behavior in areas such as honesty, justice, and responsibility.				
III. ACQUIRE AND DEVELOP UNDERSTANDINGS, ATTITUDES AND SKILLS NECESSARY FOR RESPONSIBLE CITIZENSHIP.				
11. Work effectively with individuals and groups.				
12. Demonstrate an understanding of the role and function of family membership in American society.				
13. Use social courtesies and skills needed in human relations.				
14. Exhibit concern for welfare and dignity of all people.				

SYSTEM _____ SCHOOL _____

TEACHER ___ LAYMEN ___ SENIORS ___ TOTAL _____

		% MAJOR	RANK	% MAJOR PLUS MODERATE	RANK
15.	Demonstrate understanding of dealing with matters involving moral principles.				
16.	Demonstrate involvement in civic ideas.				
17.	Respect the Constitutional Government in the United States.				
IV.	ACQUIRE THE KNOWLEDGE AND SKILLS OF MATHEMATICS NECESSARY FOR VOCATIONS, PERSONAL LIVING AND EFFECTIVE CITIZENSHIP.				
18.	Use mathematical processes in everyday living, with reasonable speed and accuracy.				
19.	Demonstrate an understanding of mathematical concepts and processes in problem solving.				
20.	Demonstrate the ability to transfer and utilize knowledge in new situations.				
21.	Demonstrate the ability to use mathematics and mathematical reasoning to draw conclusions from given data.				
V.	ACQUIRE GOOD HEALTH HABITS, PHYSICAL GROWTH, AND A CONCERN FOR COMMUNITY HEALTH NEEDS.				
22.	Demonstrate an understanding of the basic facts concerning health and disease.				
23.	Participate in planned and appropriate leisure time activities.				
24.	React wisely in an emergency situation.				
25.	Engage in appropriate health appraisal and practices.				
26.	Participate in appropriate physical activities.				
27.	Demonstrate desirable attitudes regarding mental and physical growth.				
28.	Exhibit awareness of the critical areas of health problems today.				

SYSTEM_____ SCHOOL_____

TEACHERS___ LAYMEN___ SENIORS___ TOTAL_____

		% MAJOR	RANK	% MAJOR PLUS MODERATE	RANK
VI.	ACQUIRE SKILLS AND ABILITIES FOR CREATIVE EXPRESSION AND FOR PARTICIPATING IN PERFORMING AND CREATIVE ARTS.				
29.	Demonstrate an appreciation of the art masterpieces that carries over in everyday living.				
30.	Participate in a wide variety of aesthetic experiences.				
31.	Demonstrate increasing interest and ability in creative expression.				
32.	Demonstrate a developing value system in the arts.				
VII.	ACQUIRE THE BASIC SKILLS, KNOWLEDGE AND ATTITUDES FOR MAKING AN INTELLIGENT CHOICE IN LIFE WORK.				
33.	Demonstrate effective skills in obtaining information about vocations.				
34.	Choose a vocation which is appropriate to his interests, abilities and aptitudes.				
35.	Demonstrate the basic skills necessary for successful work experience.				
VIII.	ACQUIRE KNOWLEDGE AND UNDERSTANDING OF SCIENTIFIC CONCEPTS AND PRINCIPLES.				
36.	Exhibit skills of analyzing the growth of technology and man's social responsibility in its use.				
37.	Demonstrate knowledge and respect for the life forms and their role in our environment.				
38.	Recognize recognize relationship of man, his environment; understand the importance of use, management, and conservation of natural resources.				
39.	Apply basic concepts of science to many aspects of living.				
IX.	ACQUIRE COMPETENCE IN PERSONAL FINANCE AND DEVELOP INTEREST IN PARTICIPATING IN ECONOMIC AFFAIRS OF THE COMMUNITY.				
40.	Develop skills in money management: buying, selling, saving, and consuming.				

SYSTEM_____ SCHOOL_____

TEACHERS____ LAYMEN____ SENIORS____ TOTAL____

		% MAJOR	RANK	% MAJOR PLUS MODERATE	RANK
41.	Understand the economic organization and institutions of the community.				
42.	Gain insight into the principles of the American economic system.				
43.	Develop habits contributing to economic security for self and family.				
44.	Understand and make use of accurate information when making purchases.				
X.	ACQUIRE COMPETENCE IN PROBLEM SOLVING PROCESSES AND LOGICAL THINKING.				
45.	Demonstrate the ability to locate, collect, and organize information and report results.				
46.	Demonstrate the ability to use various methods of inquiry.				
47.	Formulate his own point of view on issues and demonstrate ability to defend this position.				
48.	Use scientific approach to problem solving and decision making.				
49.	Demonstrate the ability to pursue a task to its completion.				
50.	Develop competence in the skills of independent and continuous learning.				
51.	Demonstrate habits of experimenting with various learning processes and evaluating the results.				

APPENDIX C

INSTRUCTIONAL NEEDS QUESTIONNAIRE

INSTRUCTIONAL NEEDS QUESTIONNAIRE

A. General Information

1. Level of Teaching

(1) Elementary (2) Secondary

B. Product Goals

The following list consists of 10 major goals and 50 sub-goals. You are to respond to the sub-goals only. Your responses should indicate the areas that you believe should be given high priority in faculty self-study designed to improve student achievement.

If you consider that:

Major improvement is needed, mark 1 on the answer sheet.
Moderate improvement is needed, mark 2 on the answer sheet.
Minor improvement is needed, mark 3 on the answer sheet.
No improvement is needed, mark 4 on the answer sheet.
If you have no opinion, mark 5 on the answer sheet.

I. ACQUIRE BASIC SKILLS AND UNDERSTANDINGS IN COMMUNICATION.

2. Use effectively the basic skills in reading.

3. Demonstrate listening habits necessary for gaining intended meaning.

4. Communicate effectively with others in writing.

5. Communicate effectively in speaking.

II. ACQUIRE AN UNDERSTANDING OF HIMSELF, DEVELOP AN ACCEPTABLE SYSTEM OF VALUES.

6. View positively and objectively his own strengths and weaknesses.

7. Demonstrate ability to be emotionally stable in difficult situations.

8. View objectively situatuons which conflict with his own moral standards.

9. Demonstrate ability to deal with personal successes, failures, and frustrations.

10. Use an acceptable code of personal behavior in areas such as honesty, justice, and responsibility.

III. ACQUIRE AND DEVELOP UNDERSTANDINGS, ATTITUDES, AND SKILLS NECESSARY FOR RESPONSIBLE CITIZENSHIP.

11. Work effectively with individuals and groups.

12. Demonstrate an understanding of the role and function of family membership in American society.

13. Use social courtesies and skills needed in human relations.

14. Exhibit concern for welfare and dignity of all people.

15. Demonstrate understanding of dealing with matters involving moral principles.

16. Demonstrate involvement in civic ideas.

17. Respect the Constitutional Government of the United States.

IV. ACQUIRE THE KNOWLEDGE AND SKILLS OF MATHEMATICS NECESSARY FOR VOCATIONS, PERSONAL LIVING AND EFFECTIVE CITIZENSHIP.

18. Use mathematical processes in everyday living, with reasonable speed and accuracy.

19. Demonstrate an understanding of mathematical concepts and processes in problem solving.

20. Demonstrate the ability to transfer and utilize knowledge in new situations.

21. Demonstrate the ability to use mathematics and mathematical reasoning to draw conclusions from given data.

V. ACQUIRE GOOD HEALTH HABITS, PHYSICAL GROWTH, AND A CONCERN FOR COMMUNITY HEALTH NEEDS.

22. Demonstrate an understanding of the basic facts concerning health and disease.

23. Participate in planned and appropriate leisure time activities.

24. React wisely in an emergency situation.

25. Engage in appropriate health appraisal and practices.

26. Participate in appropriate physical activities.

27. Demonstrate desirable attitudes regarding mental and physical growth.

28. Exhibit awareness of the critical areas of health problems today.

VI. ACQUIRE SKILLS AND ABILITIES FOR CREATIVE EXPRESSION AND FOR PARTICIPATING IN PERFORMING AND CREATIVE ARTS.

29. Demonstrate an appreciation of the art masterpieces that carries over in everyday living.

30. Participate in a wide variety of aesthetic experiences.

31. Demonstrate increasing interest and ability in creative expression.

32. Demonstrate a developing value system in the arts.

VII. ACQUIRE THE BASIC SKILLS, KNOWLEDGE, AND ATTITUDES FOR MAKING AN INTELLIGENT CHOICE IN LIFE WORK.

33. Demonstrate effective skills in obtaining information about vocations.

34. Choose a vocation which is appropriate to his interests, abilities, and aptitudes.

35. Demonstrate the basic skills necessary for successful work experience.

VIII. ACQUIRE KNOWLEDGE AND UNDERSTANDING OF SCIENTIFIC CONCEPTS AND PRINCIPLES.

36. Exhibit skills of analyzing the growth of technology and man's social responsibility in its use.

37. Demonstrate knowledge and respect for the life forms and their role in our environment.

38. Recognize relationship of man and his environment and understand the importance of use, management, and conservation of natural resources.

39. Apply basic concepts of science to many aspects of living.

IX. ACQUIRE COMPETENCE IN PERSONAL FINANCE AND DEVELOP INTEREST IN PARTICIPATING IN ECONOMIC AFFAIRS OF THE COMMUNITY.

40. Develop skills in money management: buying, selling, saving, and consuming.

41. Understand the economic organization and institutions of the community.

42. Gain insight into the principles of the American economic system.

43. Develop habits contributing to economic security for self and family.

44. Understand and make use of accurate information when making purchases.

X. ACQUIRE COMPETENCE IN PROBLEM SOLVING PROCESSES AND LOGICAL THINKING.

45. Demonstrate the ability to locate, collect, and organize information and report results.

46. Demonstrate the ability to use various methods of inquiry.

47. Formulate his own point of view on issues and demonstrate ability to defend this position.

48. Use scientific approach to problem solving and decision making.

49. Demonstrate the ability to pursue a task to its completion.

50. Develop competence in the skills of independent and continuous learning.

51. Demonstrate habits of experimenting with various learning processes and evaluating the results.

C. Process Goals

The following statements generally are considered as factors which contribute to a desirable teaching-learning situation. You are to indicate your feeling as to the extent that improvement is needed in the practice or service indicated.

If you consider that:

Major improvement is needed, mark 1 on the answer sheet.
Moderate improvement is needed, mark 2 on the answer sheet.
Minor improvement is needed, mark 3 on the answer sheet.
No improvement is needed, mark 4 on the answer sheet.
If you have no opinion, mark 5 on the answer sheet.

52. Goals and objectives in performance terms exist for each course.

53. Within each subject area, continuity of learning experiences is provided students as they move from level to level.

54. Teachers in different subject areas informally or formally coordinate learning activities to reinforce common learnings.

55. The program is designed to provide for the individual needs of students--different learning styles, abilities, interests, and achievement.

56. Teaching and learning procedures emphasize discovery learning, problem solving, learning by doing, self evaluation, etc.

57. Adequate materials and learning resources--such as filmstrips, records, transparencies, models, supplementary materials, etc.--are available and used effectively.

58. The class schedule and other organizational features of the school and classroom facilitate learning.

59. Procedures for evaluating student learnings in terms of established goals are defensible and effective.

60. The leadership and climate of the school encourage teacher experiementation with new content, materials, procedures, and programs.

61. Assistance from central office staff, consultants, and other resource persons is adequate.

62. Guidance and counseling services are available and are functioning effectively.

63. The professional staff members of the school engage in meaningful in-service education activities.

64. A program of continuous school improvement is based on the results of systematic reviews of the purposes and outcomes of the school's program.

65. The school plant facilities provide for an effective teaching-learning environment.

66. Adequate diagnostic procedures are used to identify the needs, attitudes, abilities, and interests of students.

D. Identify 10 of the areas listed above which you think are most important and should receive first priority.

(1) _____ (3) _____ (5)_____ (7) _____ (9) _____

(2) _____ (4) _____ (6)_____ (8) _____ (10)_____

E. In addition to the items listed in sections B and C, there may be other needs affecting the instructional program that you perceive as existing in your school. Please list these needs below.

Statement of Needs

APPENDIX D

SCHOOL DROP-OUT SUMMARY DATA FORMS

D R O P O U T I N T E R V I E W G U I D E

EMPLOYMENT INFORMATION AND SUPPORT TO FAMILY

1. Are you now employed? Yes ( ) No ( )
   What type of work are you doing? _____
2. Have you had any other jobs since leaving school?
   Yes ( ) No ( ) How many? _____
3. Was your father or mother employed while you were in school? Yes ( ) No ( )
   What did they do? Father _____
   Mother _____
4. Did you help support your family while you were in school? Yes ( ) No ( )
5. Do you help support your family now? Yes ( ) No ( )
6. Are you now married? Yes ( ) No ( )

FEELINGS AND ATTITUDES OF DROPOUT TO: COMMUNITY, SCHOOL PROGRAMS, TEACHERS, CLASSMATES, SELF

7. Is there something the school program could have done that you believe would have helped you as a person? Yes ( ) No ( )
   What: _____
8. Do you feel you are a good citizen of your community?
   Yes ( ) No ( )
   Why do you feel this way? _____
9. Do you feel that while you were in school you were prepared to be a good citizen? Yes ( ) No ( )
10. Did you belong to any clubs or school organizations?
    Yes ( ) No ( )
    If so, what were they? _____
11. While in school were most of your friends also in school? Yes ( ) No ( )
12. Were your friends: mostly your age ( ); older than you ( ); younger than you ( )?
13. Did you feel that you did not "fit" in school while you were there? Yes ( ) No ( )
    What made you feel this way? _____
14. Did you feel you were treated differently from your classmates by your teachers? Yes ( ) No ( )
15. Did you feel that you were treated differently by your classmates? Yes ( ) No ( )
16. Because you left school before graduation, did your friends act differently toward you? Yes ( ) No ( )
17. What was your reason for leaving school? _____
    _____

18. How did your parents feel about you leaving school?
    a.( ) Did they want you to stay?
    b.( ) Did they want you to leave?
    c.( ) Did they feel it was your decision?
    d.( ) Did they hope you would return to school?
    e.( ) Did they give some other reply? _____
19. While in school did you find most of your classes interesting? Yes ( ) No ( )
20. What could have been done to make classes more interesting?

    _____
21. Did you feel you were able to keep up with the assignments in most of your classes? Yes ( ) No ( )
22. Did you feel that teachers were able to help you with what you needed in school? Yes ( ) No ( )
23. Did you feel that teachers showed interest in your school work or in you as a person? Yes ( ) No ( )
24. Did you feel that any of the teachers were your friends? Yes ( ) No ( )

DROPOUT ATTITUDES TOWARD CURRICULUM

25. Which subject did you like the most?_____
    Why?_____
26. Which subject did you like the least?_____
    Why?_____
27. Do you think some courses should be added to the program? Yes ( ) No ( )
    What are these?_____
28. Should some courses be dropped? Yes ( ) No ( )
    What are these? _____
29. How do you think the school could be improved?

    _____
30. Which areas of the school program are in greatest need of improvement?_____

FUTURE PLANS OF DROPOUT

31. Do you feel further education would be helpful to your future? Yes ( ) No ( )
32. Would you like to complete your high school education? Yes ( ) No ( )
33. Would you return to school to graduate or to complete your education if certain conditions were different? Yes ( ) No ( )

P E R S O N A L D A T A S H E E T

DROPOUT IDENTIFICATION

NAME OF SCHOOL _____ SCHOOL YEAR _____
NAME OF DROPOUT _____ MONTH OF DROPOUT _____
ADDRESS OF DROPOUT _____
NAME OF PARENT OR GUARDIAN _____

SEX: M( ) F( ) AGE AT DROPOUT _____
RACE: W( ) N( ) OTHER( ) GRADE AT DROPOUT _____

STUDENT ACADEMIC RECORD

NUMBER OF YEARS REPEATED
0( ) 1( ) 2( ) 3( )
MORE THAN 3( )

READING LEVEL: AT GRADE ( )
ABOVE LEVEL 1 YEAR( ) 2 YEARS( )
BELOW LEVEL 1 YEAR( ) 2 YEARS( )

I.Q.		GRADE AVERAGE	
below 75	( )	below 50	( )
75- 89	( )	50-59	( )
90-109	( )	60-69	( )
110-119	( )	70-69	( )
120-above	( )	80-89	( )
		90-100	( )

OTHER STUDENT INFORMATION

PUPIL EMPLOYMENT		DISCIPLINARY RECORD	STUDENT ACTIVITIES
FULL	( )		
PARTIAL	( )		
NONE	( )		

FAMILY BACKGROUND

EDUCATIONAL ATTAINMENT OF FATHER
GRADE 5 OR BELOW ( ) 6( ) 7( ) 8( ) 9( ) 10( ) 11( ) 12( )
COLLEGE 1( ) 2( ) 3( ) 4( )

EDUCATIONAL ATTAINMENT OF MOTHER
GRADE 5 OR BELOW ( ) 6( ) 7( ) 8( ) 9( ) 10( ) 11( ) 12( )
COLLEGE 1( ) 2( ) 3( ) 4( )

PARENTS OCCUPATION
FATHER _____
MOTHER _____

PARENTS LIVING
FATHER YES( ) NO( )
MOTHER YES( ) NO( )
WITH WHOM STUDENT LIVES _____

FAMILY INCOME STATUS
LOW( ) LOW MIDDLE( ) MIDDLE( )
UPPER MIDDLE( ) UPPER( )

SIBLINGS AT HOME
YOUNGER _____ OLDER _____

SCHOOL CONTACT

PARENTS CONTACTED
YES( ) NO( )

STUDENT COUNSELED
BY COUNSELOR YES( ) NO( )
BY ADMINISTRATOR YES( ) NO( )

REASON FOR DROPOUT _____

APPENDIX E

FOLLOW-UP OF GRADUATES QUESTIONNAIRE

FOLLOW-UP OF GRADUATES

A. Please fill out this personal information section of this questionnaire. Do not put your name on this form.

1. I attended school in Lamar County for _____ years.

2. I graduated in: 1969 ( ) 1970 ( ) 1971 ( ) 1972 ( )

3. The school I graduated from was: Millport ( ) Sulligent ( ) Kennedy ( ) Vernon ( ) .

4. I am presently: (Check only one)

( ) Employed full-time
( ) Enrolled in a four year college
( ) Enrolled in a junior college
( ) Enrolled in a trade school
( ) Enrolled in a business college
( ) Unemployed and seeking work
( ) A house wife (not employed outside the home)
( ) Serving in the armed forces
( ) Employed part-time and seeking full-time work
( ) Other (Specify)_____
_____

B. Please read the following statements. After you have read them, mark either YES or NO indicating that you are able to perform the task or possess the attitude at a minimal level. If your answer is YES, please check one of these four choices indicating (1) the school was a major help, (2) the school was a moderate help, (3) the school was a minor help, or (4) the school was not a help, in your being able to do this or feel this way. If you feel that some other agency (home, church, army, etc.) is responsible for your being able to do this, please indicate who that is in the blank space.

	YES	NO	1	2	3	4	
1. I know enought math to keep a check book.	()	()	()	()	()	()	_____
2. I can accurately figure my income taxes.	()	()	()	()	()	()	_____
3. I do not get fooled by advertising gimmicks.	()	()	()	()	()	()	_____
4. I can write a business letter.	()	()	()	()	()	()	_____
5. I can fill out a job application form.	()	()	()	()	()	()	_____

		YES	NO	1	2	3	4	Other
6.	People understand what I try to tell them.	()	()	()	()	()	()	_____
7.	I can read and understand the printed matter I come in contact with every day.	()	()	()	()	()	()	_____
8.	I like to read.	()	()	()	()	()	()	_____
9.	I can follow directions when someone tells me what to do.	()	()	()	()	()	()	_____
10.	Other people have a right to be different from me.	()	()	()	()	()	()	_____
11.	I know that if I do not control my emotions I may embarrass or hurt other people.	()	()	()	()	()	()	_____
12.	I feel that it is necessary for me to pay taxes.	()	()	()	()	()	()	_____
13.	I vote in elections.	()	()	()	()	()	()	_____
14.	I feel that laws are necessary.	()	()	()	()	()	()	_____
15.	I try to obey laws even if I do not agree with them.	()	()	()	()	()	()	_____
16.	The head of a household should provide financial support for the family.	()	()	()	()	()	()	_____
17.	When someone criticizes me I do not get mad.	()	()	()	()	()	()	_____
18.	I stand up for what I believe.	()	()	()	()	()	()	_____
19.	I get along with most everybody.	()	()	()	()	()	()	_____
20.	I feel that I have the skills and knowledge to reach my potential.	()	()	()	()	()	()	_____
21.	I stay away from others when I am sick so I will not spread the Illness.	()	()	()	()	()	()	_____
22.	I use my spare time wisely (sports, hobbies, etc.)	()	()	()	()	()	()	_____
23.	I go to the doctor when I am sick.	()	()	()	()	()	()	_____
24.	I keep myself in good physical condition.	()	()	()	()	()	()	_____
25.	I buy and wear clothes that look good.	()	()	()	()	()	()	_____

		YES	NO	1	2	3	4	
26.	I feel qualified to do what I am doing now (job, college, etc.).	()	()	()	()	()	()	_____
27.	I recognize that plants and animals are important and need to be protected.	()	()	()	()	()	()	_____
28.	I understand the scientific principle of cars and electrical appliances.	()	()	()	()	()	()	_____
29.	I can resist high pressure salesmen.	()	()	()	()	()	()	_____
30.	I do not spend more than I make.	()	()	()	()	()	()	_____
31.	At the library I can find the book or information I want.	()	()	()	()	()	()	_____
32.	I finish what I start.	()	()	()	()	()	()	_____
33.	I actively try to improve myself.	()	()	()	()	()	()	_____
34.	I learned enough so that I could go to college if I wanted to go.	()	()	()	()	()	()	_____
35.	Instead of fighting when I get mad, I try to find another solution to the problem.	()	()	()	()	()	()	_____
36.	I have learned enough so that I can get the job I want.	()	()	()	()	()	()	_____
37.	I can understand other people by "putting myself in their shoes."	()	()	()	()	()	()	_____